



TCAP-ALT PORTFOLIO

Training for the 2011-2012 School Year

1% Alternate Assessment

- TCAP-Alt PA is an Alternate Assessment based on Alternate Academic Standards
- It is available to those students with the most significant cognitive disabilities
- Each portfolio is scored via one of three rubrics
 - Specific criteria must be met in order for the portfolio to be scored via Modified or Homebound Rubric

Timeline


- Training
 - Information located on Testing and Evaluation Site
<http://state.tn.us/education/assessment/TCAP-AltPortfolio.shtml>
- Data collection
 - May begin on Day One of school
 - Should be completed by February 1
- Ordering
 - Number of binders needed must be given to appropriate Special Education Coordinator or System Testing Coordinator
 - Binders will NOT arrive in systems until December
- Packaging/Shipment for Scoring
 - PLEASE ensure correct coding of demographic information
 - All binders due at the MI Scoring site on or before February 15
- SDDV/On-line Reports
 - SDDV should be used by ALL systems
 - All System/School/Student reports on-line
 - Student IPRs and Student Labels will be sent to systems for distribution

Three Scoring Rubrics

- The Rubric is the blueprint by which the student is scored
 - Portfolios will be reviewed by qualified scorers
 - Portfolio will be awarded numerical points in each of the following areas/dimensions:
 - Content
 - Choice
 - Supports
 - Settings
 - Peer Interactions

Criteria for Scoring under a Modified Rubric

- One of the following criteria must be met for scoring under a Modified Rubric:
 - Student absences are excessive
 - Student is present 40% or less during the data period
 - Student transfers from out-of-state after November 30
 - Student attends school on an abbreviated schedule (1/2 day or less)

 *If student meets one of the conditions above, code Modified in the Scoring Box of the student answer document **AND** code which condition was met*


Criteria for Scoring under a Homebound Rubric

- One of the Following Criteria must be met for scoring under a Homebound Rubric:
 - Student is placed on homebound status for the entire school year

 *If Homebound, code Homebound in the Scoring Rubric box on student answer document*

- Student attends a Special Day School

- Special Day School serves only students with significant cognitive and adaptive disabilities AND student's Participation Guidelines document cognitive and adaptive skills equal to or less than 50

 *If Special Day School, code **BOTH** Homebound and Special Day School in the Scoring Rubric box on student answer document*

Portfolio Content Entry Requirements

- Correspond to the General Education Assessments at the student's grade level
- Scored via one of three rubrics
- K-2
 - If district requires a K-2 assessment, portfolio is scored at system level-Do **NOT** send to state
- Grades 3-8
 - Must assess the four content areas
- Secondary
 - Math (recommended in 9th grade)
 - Life Science (recommended in 10th grade)
 - Reading/Language Arts (recommended in 11th grade)

Content Entry Requirements per Regular Rubric

- Regular Rubric Requirements
 - Three Content Standards Per Content Area
 - Three Graphs and Three Evidence Sheets per content area
 - Assesses Content, Choice, Supports, Settings, and Peer Interaction

**See 2011-2012 TCAP-Alt PA Scoring Rubric in Teacher's Manual for additional scoring information*

Content Entry Requirements per Modified Rubric

- Modified Rubric Requirements
 - One API per Content Area
 - One Graph and One Evidence Sheet per content area
 - Assesses Content, Choice, Supports, Settings, and Peer Interaction
- *See 2011-2012 TCAP-Alt PA Modified Scoring Rubric in Teacher's Manual for additional scoring information*

Content Entry Requirements per Homebound Rubric

- Homebound Rubric Requirements
 - One API per Content Area
 - One Graph and One Evidence Sheet per content area
 - Assesses Content and Choice
- *See 2011-2012 TCAP-Alt PA Homebound Scoring Rubric in Teacher's Manual for additional scoring information*

Content Standards and API Selection

- Regular Rubric
 - One API for each of the three different content standards for each content area assessed
- Modified or Homebound Rubric
 - One API per content area assessed
- **Exception-** High School Science
 - Only content standard assessed is Life Science
 - Choose three different sub-sections of Life Science and corresponding APIs

API Example

Using Alternate Content Standards on TCAP-Alt PA

Teachers should use this document to complete state required evidence sheets and graphs. Content area, content standard, alternate learning expectation, and alternate performance indicator are required components of the evidence sheet and graph documentation. This document is divided into the four content areas: Reading/Language Arts, Math, Social Studies, Science. Corresponding content standards are included with the appropriate content areas. An example taken from the Content Area of Reading/Language Arts is below:

Content Standard: **Reading**: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

Alternate Learning Expectation (ALE): **R.1.Develop oral language and listening skills**

Alternate Performance Indicators (API)

Gr. K-2

1. **Communicate wants and needs**

When completing evidence sheet and graph, following example below:

Content Standard: Reading

Alternate Learning Expectation Code and ALE: R.1. Develop oral language and listening skills

Alternate Performance Indicator Code and API: R.1.1 Communicate wants and needs

*It is advisable to align IEP goals to at least those APIs that will be assessed.

If IEP goal is not related to academic content area assessed, it does not need to be aligned.

*Please see entire API document and Teacher's Manual for additional instructions

2011-2012 TCAP-Alt PA Requirements

- Report of Irregularity
 - Only required for:
 - Modified and Homebound Rubrics, Medical Exemption
- Table of Contents
- Participation Guidelines
- Student Affidavit
- Content Area Specific Forms
 - Evidence Sheet
 - Graph

Report of Irregularity (RI)

- Should only be included IF:
 - Student meets criteria to be scored on Modified or Homebound Rubric
 - Student has an approved Medical Exemption
- Must be the FIRST page of student binder
- The correct rubric bubble must be coded on student answer document
- See Section IX of Teacher's Manual

Medical Exemption Request


- If you believe a student qualifies as medically exempt:
 - Contact System Portfolio Supervisor
 - System Portfolio Supervisor will contact State Special Education Assessment Consultant for Medical Exemption Request Form
 - Complete Medical Exemption request information as quickly as possible and return to System Portfolio Supervisor who will submit to state for approval

**See Medical Exemption Section of Teacher's Manual for Additional Instructions*

Table of Contents

- Table of Contents is first page of Portfolio, if RI is not needed
 - Is NOT numbered
 - Will be placed after RI, as appropriate
 - RI is not included on Table of Contents
 - Use Table of Contents as a guide
- Number portfolio pages on bottom right hand corner and record numbers on appropriate lines
 - Participation Guidelines should begin the numbering system

Table of Contents

		TCAP-Air PA State Required Form
<u>Table of Contents</u>		
Student Name: _____		
Date of Birth: ____/____/____	Assigned Grade Level: _____	
System: _____		School: _____
	Page Number(s)	
Participation Guidelines.....	_____	<div>Participation Guidelines will begin Page Number 1</div>
Affidavit of Student Performance.....	_____	
Entry #1: Reading/Language Arts.....	_____	
Entry #2: Math.....	_____	
Entry #3: Science.....	_____	
Entry #4: Social Studies.....	_____	
Comments: <div></div>		
TDOE ED-3089 (Updated 06/2010) <div>Correct Date is 06/2010</div>		

Participation Guidelines

- ONLY use EasyIEP participation guidelines
 - **Copy** from IEP
 - Do not print “clean” copy from EasyIEP
 - Copy has necessary signatures from IEP team meeting which qualified student to participate for the 2011-2012 school year
- The following pages are required:
 - Psychologist Electronic Signature and Cognitive/Adaptive Score Information
 - School Principal Signature Page
 - Handwritten signature with date is required

Participation Guidelines

- Most Participation Guideline pages are only two pages in length
 - However, may be three pages in length as demonstrated on next slides
 - *Sensitive Information Has Been Removed*

Participation Guideline Example

School Psychologist Information

Student Name:	Student Name Should Be Same on All Forms	School System Name
DOB:		IEP Meeting Date:

TCAP-ALT PA Participation Guidelines

To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

TCAP-ALT Portfolio 1%

1. The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.

Review of the student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning: Yes
Psychologist who completed the File Review: School Psychologist Must Complete
Date of Review:

Individual Cognitive Ability Test (Test Name): 	Adaptive Behavior Skills Assessment (Assessment Test):
Date: 	Date:
Highest Component Score: 	Highest Component Score:
Lowest Component Score: 	Lowest Component Score:
Total Battery Score: 	Total Battery Score:
Area: 	Area:
Area: 	Area:

2. The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.

3. There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.

4. The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:

<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> excessive or extended absences	<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> sensory impairments	<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> emotional disabilities/behavioral
<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> specific learning disabilities	<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> language impairments	<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> other health impairments
<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> developmental disability (e.g., Autism, Asperger's Syndrome, Developmental Delay)		<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> limited English proficiency
<div style="border: 1px solid black; width: 15px; height: 15px; margin-bottom: 2px;"></div> social, cultural, and economical differences		

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		Version 1.9 - Date of Current Version 7/16/2008

Participation Guideline Example

continued

Student Name: [REDACTED]

DOB: [REDACTED]

IEP Meeting Date: [REDACTED]

5. The decision for TCAP-Alt PA participation is based on the needs of the student, and is not based upon anticipated impact on system and/or school performance scores.

The decision for TCAP-Alt PA participation is an IEP Team decision based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION.

THE STUDENT IS 14 YEARS OF AGE OR OLDER

6. The student is unable to complete a regular state approved high school diploma program, even with extended learning opportunities and/or accommodations.

The student is able to participate in the TCAP-Alt Alternate Standards Assessment option.

The IEP Team agrees that the student meets participation guidelines for the TN Alternate Portfolio 1% Assessment and therefore has determined that the student will participate in:

- TCAP-Alt PA:

[REDACTED]

Participation Guideline Example

Principal Signature Page

Student Name: [REDACTED]
DOB: [REDACTED]

IEP Meeting Date: [REDACTED]

School Principal Signature

- ☐ I am aware this student meets the TCAP-Alt PA Participation Guidelines and is appropriately identified as a candidate for the TCAP-Alt Portfolio 1%.
OR
☐ I am aware this student does not meet the TCAP-Alt PA Participation Guidelines and if assessed with the TCAP-Alt 1% Portfolio, the student may be reported as "non-participant" and "below proficient" for AYP purposes.

Principal's Signature ONLY

Designee or Vice Principal's NOT Accepted

Date

Student Affidavit

- Document is a component of test security
- Must be signed in INK by special education teacher of record and school principal after all portfolio requirements are complete
- Verifies that the student's portfolio is an accurate and ethical representation of the student's educational program and progress

Student Affidavit



TCAP-Alt Portfolio Affidavit of Student Performance

Student First and Last Name: _____

Date of Birth: _____ Student State ID #: _____

Assigned Grade: _____

System Name: _____ School Name: _____

Teacher Affidavit

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data. I followed all administration procedures, protocols, and requirements as outlined in the TCAP-Alt PA Teacher's Manual.

I am also unaware that others have provided inappropriate assistance.

Teacher Signature: _____ Date: _____

School Principal Statement

☐ I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.


OR

☐ I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non-participant" and "below proficient" for AYP purposes.

Principal Signature Only: _____ Date: _____

Evidence Sheet

- “Snap Shot” of ONE data collection day
- Represents one lesson on Graph
- Data day **MUST** be coded on Graph
- Signature line has been removed
 - Teacher now signs Graph **ONLY** (if activity occurred in an Inclusive Setting)



IMPORTANT-CORRECT FORM HAS (Updated 6/2010 OR 7/2010) **IN THE FOOTER. IF THE FORM HAS ANOTHER DATE, IT WILL NOT BE SCORED.**

Evidence Sheet

Must match all forms

Taken from the
Alternate
Performance
Indicators

1. Check type
2. Write Choice offered
3. Circle student's
Choice

Evidence Sheet
State Required TCAP-Alt PA Form

Student Name: _____

Grade Level: _____ Data Point Date (MUST BE PLOTTED ON GRAPH): _____

CONTENT

Content Area (Check One): ☐ Reading/Language Arts ☐ Math ☐ Science ☐ Social Studies

Content Standard: _____

Alternate Learning Expectation Code and ALE: _____

Alternate Performance Indicator Code and API: _____

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.

CHOICE

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.

☐ Materials ☐ Reward/positive reinforcement for completing activity ☐ Who to work with

☐ When to work on the activity ☐ Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: _____ Choice 2: _____

Peer Interaction

Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.

Peer Signature: _____ Grade: _____

Highlight
column on
graph

If Peer
Interaction
documented
here, do not
document on
Graph

First name only and Grade

Writing Good Activities

- An activity is the specific method of instruction that will lead to mastery of the API
 - Has to have a clear relationship to API
 - Choose APIs wisely
- Activity should be written in a way which could be replicated, it must be clear HOW the student performed the activity
- If activity is clear and appropriate, all other activities represented on the graph will also be deemed clear and appropriate

WRITING GOOD ACTIVITIES IS VERY IMPORTANT

Writing Good Activities

- Activities should be recorded after they have happened
- Should include student's name
- May use activities found on portfolio site
<http://www.tn.gov/education/assessment/TCAP-AltPortfolio.shtml>
- If on line activities are used, remember to personalize to student

**See Teacher's Manual for charts showing several activities that are not acceptable, the reason why each is not acceptable, and an appropriate activity*

Choice

- Connected to activities on rubric
- Choice must be recorded on both evidence sheet and graph
- Food choices are **ONLY** appropriate if they are related to activity
 - Example: a student uses coins “earned” during a math lesson on money to purchase snack items from a classroom store

Choice

- Frequently misused types are: “when to work” and “where to work”
 - When is not a choice between today and tomorrow or between now and later
 - When means the student must choose to do task before or after some other event in the day (ex. Morning or Afternoon)
 - Where is not a choice between classes which may not be appropriate (Ex. Math worksheet in PE class)
 - Appropriate Example: Where = desk or art center

Peer Interaction

- Must be related to activity
- Peer is any student within two grade levels of student being assessed who does NOT meet criteria for TCAP-Alt Participation
 - Even if they are not being assessed that particular year
 - Student in grade 9, peer can be in grade 7 or higher
 - Student in grade 10, peer can be in grade 8 or higher
 - Student in grades 11-12, peer can be in grade 9 or higher

Peer Interaction

- May be helpful to use the following:
 - [Peer's name] helped [student's name] [with what part of this specific API-related activity] by [performing what specific action]

OR

- [Peer's name] and [student's name] worked together to [complete this specific API-related activity]

**Always insert actual names*

**See Teacher's Manual for additional information*

Graph

- Have four graph choices
- Columns on graph represents one data day
 - Each “dot” on the graph represents one activity
 - Connect dots using a blue pen to make a line graph
 - Each dot should be centered in box
 - Each data day needs supporting information
- Choice and Inclusion row should be completed if student was given a choice on that day and if setting was Inclusive
- Signatures are **ONLY** on graph
 - Graph should be signed only if setting was inclusive
 - Include Inclusion Code and Title

Graph

- The dot must be centered in box
 - Dots placed on lines will not receive credit
 - Connect each dot using a blue ink pen to form a line graph
 - A graph must show progress for maximum credit
- *See Teacher's Manual for additional information concerning progress

Graph

**MUST match
corresponding Evidence
Sheet**

Only complete if
Setting was Inclusive

If no peer interaction
on Evidence Sheet,
complete if peer
interaction occurred on
another day

[illegible]

Highlight date represented on Evidence Sheet

Signature confirms Inclusive Setting

Student Demographic Sheet



- Must be completed accurately
 - All information on Student Demographic Sheet must match all information located in binder
 - Litho code on Demographic Sheet **MUST MATCH** litho code on Binder
 - Students coded inaccurately will **NOT** appear in your system
- Please use a Number 2 Pencil
 - Do **NOT** use pen

Student Demographic Sheet

This is the Unique State ID for Student Demographic Sheet



Personal Information for Ben Weasley

Name:	First	Middle	Last	Suffix
	Ben		Weasley	
Student ID:				Soc Sec Number:
State ID Number:	3560258			
Date of Birth:	9/7/2002			Place of Birth:
Gender:				Prim. Language: English 
Grade:	3rd Grade			Language of Instruction: English 
School:	Hoxley Elementary			Race: • White (not Hispanic)
Next School:	-Unknown-			
Length of School:	7.00 years			

SDDV and Student Reports

- Log onto Randa Site
- Access Portfolio site under Reporting Tab
- SDDV is the first step to accurate reporting
- Send Individual Profile Reports to parent/guardian
- Place student score label on student's permanent record

Contact Information

Website:

<http://www.tn.gov/education/assessment/TCAP-AltPortfolio.shtml>